

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- ☐ Course is **currently** a “General Education” course
- ☒ Course is listed in the current catalog, but is **NOT** a “General Education” course
- ☐ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR

A. Submission date: **February 6, 2019**

B. Department: **TCHL**

C. College: **Education**

If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):

Dr. Jean Dockers

(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)

E. Course prefix: **EDUC**

F. Course number: **261**

G. Credit hours: **3**

H. Title of course: **Explorations in Education**

Is this a change in the title of the course? **No**

(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)

I. Will this course require a new course description? **Yes**

(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)

This course is designed as a “pathway” course for students considering teaching as a profession. **This course examines human organizational systems using a variety of disciplinary and interdisciplinary perspectives. The course includes a survey of the historical, philosophical, and sociological foundations of education with emphasis on how and why the education system developed to its current form.** An introductory emphasis will be given to common effective teaching methodologies, according to best practices in the field. This course also provides an overview of the Teacher Education program. Incorporated within this course is a supervised clinical experience in your content area, in area schools.

J. Does this course include a co-requisite laboratory course: **No**

If “Yes”, please provide the co-requisite course name and number:

Click or tap here to enter text.

K. Will this course be available on-line: **No**

If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**

L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**

M. Prerequisite(s): **None**

N. Co-requisite(s) —other than lab course named above: **None**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select **Only One** Element

- Communication
 - **Written Communication**..... ☐
 - Students will communicate effectively.
- Communication
 - **Verbal Communication** ☐
 - Students will communicate effectively.
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods** ☐
 - Students will analyze data logically.
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**..... ☐
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**..... ☒
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**..... ☐
 - Students will explore global systems conscientiously.
- Personal and Professional Behavior
 - **Wellness Strategies** ☐
 - Students will model productive behaviors purposefully.

P. Will the course address a **Companion Element**? **no**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: **Choose an item.**

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

- R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process Authorization and Notification Signatures

(Electronic signatures accepted)

Department Chairperson Approved ☐ Not Approved ☐

Department Chairperson Signature
Date

Faculty Senate General Education Committee Approved ☐ Not Approved ☐

Faculty Senate General Education Chairperson Signature
Date

Faculty Senate..... Approved ☐ Not Approved ☐

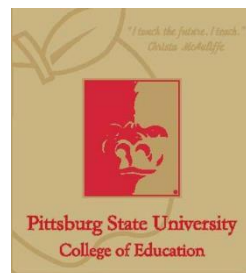
Faculty Senate Recording Secretary Signature
Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: **PSP.ABC123.Form**
PSP = Pitt State Pathway.
ABC123 = Course abbreviation and number

**Department of Teaching and Leadership
College of Education
Pittsburg State University**



Course Number:

EDUC 261 – 01, & 03 **WL**

Course Title: Explorations in Education

Credit Hours: 3

Course Delivery Method: Face-to-Face

Semester: Spring 2019

Instructor: Dr. Jean Dockers

Office: Hughes Hall 110A

Office Hours: By Appointment

Office Phone: 620.235.4636

e-mail: jdockers@pittstate.edu

1. COURSE DESCRIPTION

This course is designed as a “gateway” course for students considering teaching as a profession. This course examines human organizational systems using a variety of disciplinary and interdisciplinary perspectives. The course includes a survey of the historical, philosophical, and sociological foundations of education with emphasis on how and why the education system developed to its current form. An introductory emphasis will be given to common effective teaching methodologies, aligned to best practices in the field. This course also provides an overview of the Teacher Education program. Incorporated within this course is a supervised clinical experience in your content area, in area schools.

2. PURPOSE OF THE COURSE

The purpose of this course is to provide an overview of education systems growth and development over time. This is an introductory survey for those wishing to explore teaching as a career.

3. PITT STATE PATHWAY

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of the interconnectedness in our truly global society.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

4. Pitt State Pathway Elements covered in this Course

Learning Outcome: Students will explore global systems conscientiously.		
Pitt State Pathway Element(s)	Pathway Course Objectives	Pathway Learning Assessment(s)
<p>Essential Element</p> <p><u>Human Systems within a Global Context:</u></p> <p>Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness.</p> <p>Competency in this element means:</p> <ul style="list-style-type: none"> • <i>Analyzing</i> the structure, development, and change of human economic, political, social and/or cultural systems over time; • <i>Analyzing</i> the individual's role and responsibility to society at all levels; • <i>Evaluating</i> how human systems are interconnected at all levels. 	<ul style="list-style-type: none"> • <i>Describes</i> human organizational systems using a variety of disciplinary and interdisciplinary perspectives • Discuss specific events that influenced changes in the American Schools during the 20th century • Identify political and economic influences on education • The teacher candidate understands philosophy of education • The teacher candidate understands the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy 	<ul style="list-style-type: none"> • To assess the chosen level of student learning (Benchmark) part of the student's Canvas and whole class discussions will be to describe how the current educational system has grown and changed over time. • To assess the chosen level of student learning (Benchmark) students will describe the philosophical stances of education. • To assess the chosen level of student learning (Benchmark), students will be asked to research and describe the current trends and issues in global educational systems. • To assess the chosen level of student learning (Benchmark), students will describe how education laws and policies have developed over time.

5. COURSE OBJECTIVES

Professional/Ethical

- The teacher candidate can define education
- Explain how an individual becomes a licensed teacher
- The teacher candidate understands the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy
- The teacher candidate understands philosophy of education
- Identify specific ways schools deal with societal issues
- The teacher candidate sees him/herself as a learner continuous seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice

Learning Environment

The instructor retains the right to change the syllabus, schedule and assignments at any time.

- The teacher candidate makes the learners feel valued and helps them value each other
- The teacher candidate understands student motivation and the Learning Environment –

Learner Development

- The teacher candidate believes all learners can achieve high levels and persists in helping each learner reach his/her potential
- The teacher candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning
- The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests

Leadership and Collaboration

- The teacher candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- Discuss specific events that influenced changes in the American Schools during the 20th century
- Identify political and economic influences on education
- The teacher candidate understands that alignment of family, school and community spheres of influences student learning and that discontinuity in these spheres of influence interferes with learning
- The teacher candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual context

6. REQUIRED MATERIALS

- Two Name Tags will be purchased through Office of Teacher Education - \$8.00.
Nametags are to be worn in all PSU field experiences throughout your program. If nametags are lost, the teacher candidate is responsible for purchasing new nametags.
- **Red, black or gray PSU collared polo shirt.** The polo shirt will be worn with khaki or black dress pants and/or skirt of appropriate length. If you are a Physical Education major, you may wear a pair of khaki shorts after the first visit in place of dress pants.
- **Background Check** – Information will be given via Office of Teacher Education.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

7. WRITING TO LEARN

- As future educators, it is vital to demonstrate strong writing skills. In this course, you will have several formal and informal writing experiences.
- As future educators, reflection is a key aspect to growing as a professional. In this course you will have several writing experiences that specifically ask you to reflect on the content covered in the course and make connections to the field.
- This course is designated as a Writing to Learn Course and students will earn an “F” in the course if the writing components are not met with a minimum passing grade of 80%. If you do not earn an 80% or better on formal writing assignments, you cannot pass the course.
- You will receive feedback on your writing through a CANVAS rubric and teacher comments.
- When using sources in your writing you will give credit for the words or ideas of others by documenting your sources using the APA style of documentation.
 - In this course, you will write a minimum of 15 pages of formal writing. See **DUE DATES FOR WRITING ASSIGNMENTS** at the end of the course syllabus. This includes due dates.

8. TECHNICAL REQUIREMENTS

- a. You will need access to MS Office 2007, newer for the PC, 2008, or newer for the MAC.
- b. If you do not have a copy of Microsoft Office 2007 or 2010, you can download a **free 60- day trial** of the 2010 version at Microsoft’s website. Software is also available for you to use in most **computer labs on campus**.
- c. You will need the latest version of Internet Explorer, Firefox, Safari, or Chrome for a browser and be able to access the PSU CANVAS website.
- d. Your browser must have the latest plug-ins for commonly used functions like Adobe, Flash, and Java.
- e. **High-Speed Internet Access – Primary and Back-Up Connections** – You **MUST** have access to a high-speed internet connection. If your home computer is not working you **MUST** have a back-up plan such as one of the computer labs on campus. Not having access to the internet is **NOT** an excuse for missing deadlines for your course work.

9. ACCESSIBILITY AND ACCOMMODATIONS

“All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the [Center for Student Accommodations](#) (620.235.4452) during the first two weeks of class. The CSA will contact professors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

10. COURSE DELIVERY

This course is a **Face-to-Face** course.

11. KSDE Standards for Professional Education

- a. **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experience.
- b. **Standard 2: Learning Differences.** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
- c. **Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
- d. **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
- e. **Standard 6: Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
- f. **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- g. **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.
- h. **Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- i. **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

12. Elementary Education Unified Standards

- a. **Standard 1: Characteristics/Legal/Historical/Philosophical Function 1.1-** The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education.
- b. **Standard 1: Characteristics/Legal/Historical/Philosophical Function 1.2 –** The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics all learners, including those with special needs.
- c. **Standard 1: Characteristics/Legal/Historical/Philosophical Function 1.3 –** The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.

13. PSU Effective Knowledge Base

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional Educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

14. PARTICIPATION REQUIREMENTS AND EVALUATION

The following will be used to assess student participation and learning during the course. Unannounced quizzes may be given to assess preparation for participation in class activities or at the close of a class period to provide feedback about learning.

Class Preparation, Attendance, and Participation:

- **WHEN ABSENCES REACH FOUR, WITHDRAWAL AND RE-ENROLLMENT WILL BE REQUIRED**
- PARTICIPATION IN CLINICAL EXPERIENCE IS A VITAL PART OF YOUR LEARNING EXPERIENCE. **ATTENDANCE IS MANDATORY**. A MINIMUM OF 33 FIELD HOURS IS REQUIRED.
- IF THE CLINICAL EXPERIENCE IS NOT COMPLETE YOU WILL NOT RECEIVE A GRADE FOR EXPLORATIONS IN EDUCATION

ASSIGNMENTS

⇒ Daily activities	various
⇒ Name Tag	5 pts
⇒ Physical/TB	5 pts
⇒ Teacher Education Handbook Quiz	20 pts
⇒ Critical Learning Experience Essay*	50 pts
⇒ Personality Reflection	5 pts
⇒ Professional Resume	20 pts
⇒ Professional Goals	10 pts
⇒ Philosophy Survey	5 pts
⇒ Bio-Poem (In-Class)	10 pts
⇒ Philosophy Statement	15 pts
⇒ Code of Ethics	10 pts
⇒ Field Reflections	10 pts for each entry (5 entries)
⇒ Final Portfolio	50 pts
⇒ Mid-term Teacher Evaluation	required to pass class
⇒ Final Teacher Evaluation	required to pass class
⇒ Timesheet showing 33 hours	required to pass class
⇒ Interview	required to pass class
⇒ Attendance	required to pass class

Students will earn the grade of "F" if items required to pass are not complete by the end of the semester.

Students earn the grade of "F" if the writing component of the course is not met.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

15. LATE ASSIGNMENT POLICY

GRADING SCALE

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Assignments turned in late will have an automatic letter grade reduction and will not be accepted if more than one class period late without prior approval.

16. WRITTEN COMMUNICATION SKILLS AND “NETIQUETTE” (Refer to CANVAS for information that is more specific.)

ACADEMIC INTEGRITY POLICY

- Students are expected to provide source citations for all material from outside sources used in their formal writing and should indicate which source citation system students should use.

PSU Academic Integrity Policy

ADDITIONAL UNIVERSITY POLICIES

- Read the [PSU Supplemental Syllabus](#) available in the Course Information Module.

PSU SYLLABUS SUPPLEMENT

https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2018

Conceal Carry Policy

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, testing without personal properties in close proximity, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

PROFESSIONAL EXPECTATIONS: A person who does something with great skill; worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

- ⇒ Is responsible, dependable and punctual
- ⇒ Is competent, caring and committed
- ⇒ Has a continuing growth plan to achieve and further develop competence
- ⇒ Participates in self-evaluation and reflection to enhance competence
- ⇒ Strives continuously to raise the level of expectation for oneself and others.
- ⇒ Respects others and their beliefs
- ⇒ Acts with integrity
- ⇒ Maintains confidentiality
- ⇒ Communicates fluently using appropriate and grammatically correct oral and written language.
- ⇒ Seeks to implement the recommendations from evaluations of his/her personal performance
- ⇒ Communicates in a respectful way, striving to understand the other's point of view.

PROFESSIONAL REPUTATION

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, he or she is developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate's attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator.

Participation in Clinical Experience is a vital part of your learning experience. **Attendance is mandatory.** A minimum of 33 field hours is required to pass class. Be prompt and reliable.

DUE DATES FOR WRITING ASSIGNMENTS

ASSIGNMENT	PAGE LENGTH	DUE DATE
Personality Profile Reflection	1 page	Jan 29
Critical Learning Experience Essay	3 pages	Feb 19
Professional Resume	1 page	Feb 26
Philosophy Statement	1 page	April 11
Field Reflection #1	2 page	Feb 21
Field Reflection #2	2 page	March 9

The instructor retains the right to change the syllabus, schedule and assignments at any time.

Field Reflection #3	2 page	March 23
Field Reflection #4	2 page	April 6
Final Reflection	2 pages	May 8

16 pages

Critical Incident Essay 3 pages

Like the most effective members of any field, the best teachers are reflective practitioners. Therefore, learning to be a reflective practitioner is an important part of your investment in becoming a teacher.

(Follow [this link](#) to the Wikipedia article about Reflective Practice. Before you proceed, please read the entire article and look carefully at the images. Also, take several minutes to read the titles of the books and articles listed in the article's bibliography. Many of these sources will be important to your self-directed reading about reflective practice.)

To be effective, reflective practice needs to be a conscious and intentional part of how you engage with your own learning process, both while you are in school and throughout your career. Many of your experiences in the education program are designed to support your development as a reflective practitioner, but it is also important that you make your development as a reflective practitioner a personal life goal that you pursue with the same conscientious attentiveness that you devote to your health and your family obligations.

As a first step toward becoming a reflective practitioner, this assignment asks you to **reflect on your personal learning experiences in school (K-12)**. As you ponder those experiences, reflect on

WHAT happened?

HOW you experienced it and **WHAT** it meant to you at the time.

WHAT further understanding you can draw from it now in the context of your professional commitment to teaching.

HOW you might apply that further understanding, in either motivating you to develop specific additional skills, helping you choose a specific emphasis within education, or helping you to understand a specific type of student or type of teaching situation.

Then write an essay following the **PAVESOF** instructions for the Critical Incident Essay.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

PAVESOF Instructions for the Critical Incident Essay

Purpose: To use the methods of reflective practice to reflect on one or two significant experiences (critical incidents) that led to your choice of a teaching career. This essay will be included in your Teacher Education file and will be used by your faculty and other professionals in the field to evaluate your potential as an educator.

Audience: Your faculty in the education program, future employers, and the cooperating teacher(s) and other education professionals who will work with you in this program.

Voice: Confident young professional.

- **Confident** means that you need to write with authority about the things you know and have learned or experienced so far.
- **Young** refers not to age but to your awareness that you are at the beginning of your career and that, you are both less experienced and of lower status than your readers. NOTE: Balancing confidence and awareness of your lower status in relation to your readers is challenging because you have to be appropriately respectful of your readers' greater knowledge and experience without sounding timid. You will encounter this balancing act throughout your professional life. Although, your relationship to your readers and your status in the field will change as you advance in your career.
- **Professional** means that you are using your most mature and well-informed vocabulary and sentence structure, without using words that you do not know or sentence structures that you cannot control.

Emphasis (main point): Your main point for this essay should be a meaningful answer to these questions:

Identify a learning experience (K-12) that influenced you.

Was the impact of the learning experience positive or negative?

Support: Develop your essay by describing the learning experience and explaining how they affected your development as a learner.

WHAT happened?

HOW you experienced it and WHAT it meant to you at the time.

WHAT further understanding can you draw from the learning experience now in the context of your professional commitment to teaching?

HOW you might apply that further understanding, in either motivating you to develop specific additional skills, helping you choose a specific emphasis within education, or helping you to understand a specific type of student or type of teaching situation.

Organization: Your essay should include an introduction (creates a context for your essay and states your main point), the main body of your essay (develops and supports your main point), and a conclusion (applies your main point to the world outside the immediate confines of your essay). Within the main body of your essay, remember to group together ideas that belong together and to use paragraph breaks to show shifts in focus within a group of ideas and between groups of ideas.

Format:

- Times New Roman 12 point with one-inch margins on all sides.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

- Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
- Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.
- On page two and following, use the HEADER function to put your last name and the page number in the top right corner of each page. Follow the instructions [here](#) if you are not sure how to do that.
- If a text (such as a book, tv show, movie, song, YouTube video or other work) was part of one of your experiences, include a works-cited list (bibliography) that lists the text(s) that influenced you. Use correct APA format for your works-cited list.

Your essay will be evaluated using the PSU Writing Rubric

Professional Resume 1 page

This is a technical writing assignment. Complete the resume module in CANVAS

Four Field Reflections 2 pages each

Students will be asked to answer a 4 reflective questions over the course of the 9 weeks you are in the field. The following assignment is an example of one of the 4 prompts.

To be effective, reflective practice needs to be a conscious and intentional part of how you engage with your own learning process, both while you are in school and throughout your career. This 33 hour field experience is designed to support your development as a reflective practitioner.

Each week you will spend 3 hours in the classroom and it is important to make connections with the course content to what is happening in your field placement.

This week you are asked to: **Describe the culture of the school. How do you "feel" when you enter the building? Are you welcomed? Describe the climate for learning in your classroom.**

Describe WHAT happened.

Describe HOW what you experienced and WHAT it meant to you at the time.

Describe WHAT further understanding you can draw from it now in the context of your professional commitment to teaching.

Describe HOW you might apply that further understanding, either in motivating you to develop specific and/or additional skills, within education, or helping you to understand a specific type of student or type of teaching situation.

Prior to your first week in the school read the following article and take special note to the information you have received in our classroom on campus.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

[School Culture: The Hidden Curriculum](#)

By: Craig Jerald

<http://www.readingrockets.org/article/26095>

REQUIREMENTS:

- Times New Roman 12 point with one-inch margins on all sides.
- Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
- Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.

Your reflection will be assessed using the PSU writing Rubric.

Your essay will be evaluated using the attached rubric.



Philosophy Statement 1 page

The purpose of this assignment is to examine your beliefs about teaching. This is the first time you will be asked to write a philosophy statement but it will not be the last time. You will refer to this writing throughout your career in Teacher Education at Pittsburg State University.

Remember that this is an evolving assignment that you will bring to completion during the Professional Semester.

A philosophy statement included your belief of teaching and learning.

In his book [The Skillful Teacher](#) (1990), Stephen Brookfield points out that the development of a teaching philosophy can be used for several purposes:

Personal purpose: "... a distinctive organizing vision — a clear picture of why you are doing what you are doing that you can call up at points of crisis — is crucial to your personal sanity and morale." (p. 16)

Pedagogical purpose: "Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all — What effect am I having on students and on their learning?" (pp. 18-19)

Brookfield, S. (2006). [The skillful teacher](#). San Francisco: Jossey-Bass.

REQUIREMENTS:

The instructor retains the right to change the syllabus, schedule and assignments at any time.

- Times New Roman 12 point with one-inch margins on all sides.
- Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
- Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.

Your essay will be evaluated using the attached rubric.

The instructor retains the right to change the syllabus, schedule and assignments at any time.