

Intro to Education

Meeting #2
January 7, 2019
11am-1pm

Erin Magarella, Blair Thompson, Rico Tyler, Jeanine Huss, John Moore, Miwon Choe, Roxanne Spencer

Discussion Topics:

- EDU 250 is too academic. Students need a more intimate encounter with what teaching is like as opposed to so many written assignments.
- Making teaching experiences more connected and meaningful
- Over-theorizing
- 2-3 experiences in EDU 250 where students are intimately communicating with someone in the field
- Creating enriching teaching opportunities that build in difficulty as the semester progresses
- Inspiring students to decide- Do I want to be a teacher?
- Thoughtful use of the Kentucky Teacher Performance Standards
- Developing an understanding of goals and objectives
- Retain the requirements of Teacher Education Orientation and quiz
- Placing students for field experiences is currently too difficult and delayed
- Aligning course content and assignments with information included on the Praxis
- EDU 250 Lab?

Common Assessment:

Current Common Assessments:

1. Lesson plan
2. Reflection of mini-teach
3. Understanding of learning climate through diversity

EDU 250 as an Exploratory Colonnade course? How can make this happen? Are there any special rules for dual credit?

EDU 250 will be a revised course

NKU:

Step 1: Intro to the Field of Teaching and field work

Step 2: Intro to Education: Lesson planning and field work

EKU

EDU 103: Educational Foundations (1 credit hour with 5 clinical hours)

Educational Foundations 203: Philosophical, social, and cultural (3 credit hours and 40 clinical hours)
EDU 310- Transition to Professional Education (Acceptance into Teacher Education program and 40 hours of field work)

Elements to Consider for Revision:

Goals of 250:

1. Prepare for Praxis 1
2. Require students to take the Praxis 1 and Praxis Core
3. Include an overview to the Kentucky Teacher Performance Standards
4. Introduction to School Law
5. Code of Ethics
6. Field Component connected to the Kentucky Teacher Performance Standards- Hours TBD
7. Components of Certification
8. Connections to on-campus clubs
9. Promoting a “community” experience for students
10. Unique sections for students with similar teaching interests

For next meeting:

1. Create course outline
2. Complete Course Inventory Form
3. Complete Multiple Revisions Form

Homework:

1. Bring a set of learning outcomes and objectives