

TEACHER EDUCATOR ACADEMY

Kathy Nash

2019-2020

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COURSE DESCRIPTION: *This class is designed for students who are seriously considering the elementary, secondary teaching or corporate educator profession. Each student is assigned to a corporation or district school within the high school attendance boundaries. Teacher educators write reflections, prepare and present a lesson(s) and work closely with students of the assigned supervising teacher. Students will demonstrate good moral character, good work habits, responsibility, punctuality and organizational skills. Online instruction is used as an instructional delivery method. Student transportation is recommended. Participation in Educator's Rising is required.*

INSTRUCTIONAL PHILOSOPHY: *This course is divided into two sections. First semester is the theory and class work required to meet the state and dual credit competencies and to provide a foundation for teaching. First semester will be exploring and identifying the foundations and history of education through use of Schoology and instructional strategies that can be applied in the professional classroom. Students will develop their personal belief system and know why they believe what they currently believe about education. Second semester will be reflecting, crafting lesson plans and projects designed to transition from a student to a teacher mindset. Students will interact with professionals in the field and will apply problem solving and communication skills in the professional setting. Students will apply academic skills in mathematics, communication, and language arts. As students complete projects and other assignments, a portfolio of work will be developed. A high level of work is expected of all students, so students may be asked to re-do work until it is of a level of quality accepted in the professional field. Students will be expected to act as a young professional at all times.*

COURSE COMPETENCIES:

- 1. Analyze the Teaching Profession*
- 2. Identify and describe a teacher's responsibility for creating a safe learning environment.*
- 3. Analyze and demonstrate effective management of diverse learners and the learning process.*
- 4. Explain and analyze the influence of the historical, philosophical, and sociological role and the impact on contemporary education.*
- 5. Identify and assess the impact of educational policy, school law and reforms on American education.*
- 6. Explain the governing and financing of educational systems.*
- 7. Identify and implement lesson planning and teaching strategies that affect student achievement.*
- 8. Examine and Apply techniques for assessing student learning.*

MAJOR ASSIGNMENTS/PROJECTS:

- 1. Classroom observations*
- 2. Explore teaching professions*
- 3. Classroom Management Plan*
- 4. Work with individual/small groups of students/ entire class*
- 5. Participate in an outside teacher related activity (PTA meeting, faculty meeting, etc.)*
- 6. Develop a portfolio*
- 7. Research a Learning Challenge*
- 8. Plan, prepare and teach lesson(s) to the entire class.*

ASSESSMENT PLAN: *Weekly formative assessments will be used to identify whether students are attaining the essential learning targets on a daily basis. Conferencing, Exit slips etc. will be used to identify comprehension of the learning targets. Summative assessments will be given, including a comprehensive final at the end of each semester that shows achievement of the essential standards and concepts needed to progress.*

DUAL CREDIT: *Offered to eligible students according to Coordinating Board of Higher Education. University of Central Missouri EDFL 2100 Intro to the Teaching Profession (3 hours college credit) and EDFLDX 2150 Intro to Field Experience (1 hour college credit)*

A+ PROGRAM: *Cadet time spent directly involved with students can be documented for A+ tutoring hours. Please check with your school's A+ coordinator for specific information. Tracking time tutoring for A+ is the cadet student's responsibility. The form should be signed by the assigned teacher.*

EDUCATORS RISING: *Students are required to participate in Educators Rising. Graduation Honor Cords can be earned if students have an overall 3.5 GPA or higher on a 4.0 scale, are an affiliate member, and participate in Educators Rising Activities. Students eligible for the honor cords may earn the cord by participating in the fundraisers, activities and competitions. Honor cords will be purchased for those that meet the requirements. Those students eligible, but not active in the organization will be required to purchase their honor cords for \$25.00. Cords will be ordered in early April.*

GRADING POLICY: *Grades will be figured using the Summit Technology Academy approved grading scale. Grades are cumulative throughout the semester. The grade will be based on the following total points: written work, projects, professionalism and assessments. A comprehensive written final will comprise 10% of the semester grade. Extra Credit opportunities will be available throughout the semester only after assigned work is completed. Extra credit work will not be accepted the last week of the semester.*

TUTORING/EXTRA HELP: *Tutoring or extra help can be obtained by contacting the Coordinating Teacher through email or phone. The teacher will provide immediate help, set up a time to meet, or utilize an online video conference method.*

ATTENDANCE: *Regular attendance reflects dependability. The experience gained by students in the classroom cannot be duplicated in the event of absence. **Summit Technology Academy's policy may differ from that of the home school and will be in effect for the period of attendance at STA.***

Absences of 9 days or more during a semester will result in loss of credit. On the tenth (10) absence, in any one class, the student will not earn credit for that class. Students will have the opportunity to make up missed time prior to the end of the semester either after school or during a no-attendance time with the teacher.. To participate in home school activities a student must complete the Pre-Arranged Absence Form and obtain signature of home school administrator and return the completed form to STA office at least one day prior to the date of the activity. Students should attempt to minimize these absences since one day's absence at STA means loss of a three hour block of instruction.

ELECTRONIC GRADEBOOK/PARENT CONNECT WEBSITE: *I will update my grades on line on a weekly basis. The Parent Connect website address is <https://powerschool.lsr7.org>.*

ACADEMIC LETTERING: *Any student who has earned a 95% or higher for first semester and a 95% or higher grade at the time of the fifth grading period will receive an academic letter, also known as a Chenille letter.*

TEXT: *Your Introduction to Education: Explorations in Teaching. Sara Davis Powell. 2015
The First Days of School. Harry K Wong & Rosemary T Wong. 2009*

ADDENDUM TO COURSE SYLLABUS

MATERIALS NEEDED: *A 2-inch three ring binder with clear front pocket and dividers are required, in which a student will build a portfolio throughout the course. Students will be expected to keep all work in this notebook throughout the semester. Students are expected to bring **charged chromebook, textbook, paper, pencil, blue or black pen, and notebook to class.***

TECHNOLOGY: *Students are required to utilize technology for various assignments. A charged chromebook is required to be brought to class at Summit Technology Academy.*

ASSIGNMENT FORMAT: *All assignments will be MLA/APA format with the heading and name on the left side of the paper. Assignments need to be typed in google docs when attached to Schoology. **All assignments should be saved in google drive.***

LATE WORK POLICY: *All work is due at the **beginning of the hour** on the date specified. **Work should not be completed and turned in during class time.** Work turned in one (1) week late is worth ½ of the total points possible for the assignment. If students are unable to submit the required assignment electronically, it will be necessary for them to bring it to Summit Technology Academy or scan the assignment.*

*A **professionalism grade** will be given each semester. This grade is a given based on the number of assignments during the semester. Points are lost for late work, not signing in or emailing if an issue with attendance, tardies or signing out early without permission, not taking care of obligations without communicating to teacher, and other items relating to professionalism in the classroom.*

MAKE-UP WORK POLICY: *It will be the student's responsibility to check Schoology when absent. Coordinating Teacher can be contacted by phone, text or email upon returning to school to obtain all assignments and information missed. Students are responsible for asking for clarification on missed assignments. The calendar on Schoology will be updated weekly to provide current due dates. School policy for absent classroom work of **one day for each day missed** will be followed. If students are unable to submit the required assignment electronically, it will be necessary for them to bring it to Summit Technology or scan/fax the assignment to Mrs. Nash.*

Time missed in class must be made up with the assigned teacher as missed class work. In order that the make-up time is worthwhile and productive, the assigned teacher must be notified in advance and a time scheduled at his/her convenience. The student will need to turn in a make-up form, time in and out with a badge or on cadet paper sign in copy at the assigned school office.

TARDY POLICY: *Tardies will be issued according to the student handbook. Students are on time if they are seated in the classroom at 11:55 and have begun working on the bell work. Please take care of water-drinking and restroom needs **BEFORE** the class begins.*

ELECTRONICS POLICY: *No electronics or headphones are allowed in the classroom unless being used in the educational process as directed by the instructor. Electronics should be placed in backpacks or purses and out of sight. Students are encouraged to interact and help one another when appropriate.*

FOOD/DRINKS: *Eating and drinking in class is a distraction from the learning process and causes additional cleaning, expense, and wear on the facility. Food or drink is to be consumed in the common student areas only.*