

Winthrop University
Richard W. Riley College of Education

**EDCO 410 Education in a Democracy:
Broadening Professional Perspectives**

EDCO695: Education Capstone

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GOALS & AGENDA

GOALS:

To provide an introduction for EDCO 410/695 and establish common expectations and language

AGENDA:

Purpose of EDCO 410/695
Course Structure and Clinical Components
Flipped Classroom
Assessments
Schedule for Classes
Rubric for Authentic Experiences
Blackboard Organization
How to Study Each Session
How Can I Get Ahead?
Q & A Wrap-up

EDCO 410/695

Course Expectations:

Using the content of the internship experience, teacher candidates **analyze** competing ideas about what teaching in a democratic society means. Candidates **explore** the political, legal and philosophical foundations of education to develop understanding of the rights and responsibilities of the professional educator and **apply** those foundations to current and future teaching situations.



CLINICAL COMPONENTS FOR UNDERGRAD INTERNS

- Clinical Internship II semester
- One or Two credit hours required for graduation; C in the course
- Content beyond instruction and behavior management, “Broadening Perspectives”
- Interactive/Authentic Assignments
- 6 one and one-half hour sessions via video conferencing or face-to-face, 1 exam (Course Key Assessment), 1 technology check-in OR face to face class meetings
- The EDCO 410/695 instructor is a “consultant” who does not supplant your mentor teacher or university supervisor.
- Flipped Classroom: The new model of professional development you will be experiencing in your career. Content prepared prior to class and applied during class.

What is a Flipped Classroom?

The literature says:

- The flipped classroom can be a set of strategies or techniques or a mind-set that flips the attention away from the teacher and toward the learner, using educational tools to enhance the learning environment. (Bergmann & Sams, 2012).
 - The flipped classroom is a pedagogical model in which the typical elements of a course are reversed. Class time revolves around exercises, projects, or discussions. (EDUCAUSE, 2012)
 - “The intent. . .is to have the students engage the material before class so that the instructor can engage the students during class, taking the focus off the instructor and onto student learning.” (Faculty Focus, 2015, p. 3)
Expect increased student engagement and more learner-centered teaching.
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- ✓ In EDCO 410/695, learning occurs before class, but **not** the night before!
 - ✓ The focus on learning is outside of class; you must be very well prepared for class because class is not lecture.
 - ✓ Class is application of your learning and authentic experiences—discussion—in a small class setting.
 - ✓ Anticipate at least three hours of preparation.

Assessments

- **Weekly Blackboard quiz:** (20% of grade)

Available the week of the session; completed NLT Sunday 11:30 p.m. prior to class

Multiple choice or T/F questions or scenario with questions

Related to content

Graded by Blackboard

- **Reflections/Assignments:** (40%)

*Maintained in a notebook**

Used in class and for exam

*Posted weekly on Blackboard NLT Sunday 11:30 p.m. prior to class**

Scored by instructor using rubric

****Write in WORD, save to a file, and browse in Blackboard to post.***

- **Course Key Assessment:** (30%)

Discussion questions

Scored by instructor using rubric

Key Assessment scored at C or higher to earn a C or higher in the course for graduation

- **Participation/Preparation/Professionalism:** (10%)



Rubric for Authentic Experiences

Teacher candidates should “exceed expectations.”

Categories	Exceeds Expectations	Meets Expectations	Below Expectations
Posting the Assignment	All items requested in the assignment are posted on time. (2 points)	The assignment is complete but items were submitted after the deadline. (1 point)	The assignment is incomplete or is not posted. (0 points)
Content of the Authentic Experience/Reflection	The teacher candidate completes the assignment as instructed; expresses deep reflection on the learning; and applies the content fluently and appropriately to his/her situation and to the profession. (5 to 6 points)	The teacher candidate completes the assignment, reflects on the learning, and provides at least one realistic example of application of the content. (2 to 4 points)	The teacher candidate does not complete the assignment or submits work with shallow or no reflection and/or little application of the content. (0 to 1 point)
Writing Conventions	Few errors in mechanics or usage are noted and are not distracting to the reader. (2 points)	Multiple errors in mechanics or usage are noted and are distracting to the reader. (1 point)	The assignment is not posted and writing conventions cannot be assessed. (0 points)



BLACKBOARD Organizer

Each Session

Guiding Questions	Resources	Authentic Experiences	Class Meeting Design	Quiz Questions
<p>HOTS questions will focus on your study on the content in your resources.</p> <p>BIG questions that you should be able to answer by the end of the session.</p>	<p>No Text!</p> <p>Links or downloads</p> <ul style="list-style-type: none"> • Videos, • Readings, • Current Events, • Policies • Internet research <p>Posted on Blackboard</p> <p>Print copies of some resources to bring to class</p>	<p>Related to content</p> <p>Interactive Application Artifacts</p> <p>Posted on Bb prior to class, deadline</p> <p>Be aware of dates for BOE meetings.</p> <p>FOCUS!!</p> <p>Set aside time, uninterrupted</p>	<p>Approximately 60-minute Zoom session—usually application of content</p> <p>Maybe an occasional individual phone or Zoom conference with instructor</p>	<p>Multiple choice, multiple answer or T/F;</p> <p>Completed prior to class by Bb deadline.</p> <div data-bbox="1381 939 1906 1320" data-label="Image"> </div>

Blackboard Screen Shot: Session 1

[Guiding Questions/Instructions--Session 1: Crucial Conversations and Professional Behaviors](#)

[Resources--Session 1: Crucial Conversations and Professional Behaviors](#)

[Authentic Experiences Description--Session 1: Crucial Conversations and Professional Behaviors](#)

[Authentic Experience Posting--Session 1: Crucial Conversations and Professional Behaviors](#)

[Quiz--Session 1: Crucial Conversations and Professional Behaviors](#)

What and Why of a Technology Check-In

- Learn to access a Blackboard Collaborate meeting via Blackboard.
- Use the exact desktop, laptop or iPad in the location from which you will be taking the class.
- Please, NO PHONES AND NOT IN CARS--EVER!
- Assess, together, any difficulties in access and buffering.
- Meet your instructor.
- Review the purpose of the course.
- Set class norms.
- Preview Session I.



What Happens If I Have to Miss Class?

If you know ahead of time that you will be absent for an acceptable reason, **NOTIFY YOUR INSTRUCTOR ASAP** so arrangements may be made to attend another instructor's class. Otherwise, your instructor will expect you to request and complete makeup assignments.

6 Class Meetings

Flipped Classroom + Online Learning = Shorter Classes

(2-hour course meets 1 ½ hour per week instead of 2 hours)

Excused **and** Unexcused Absences Must Be Made Up

1 Absence Without Making Up The Class = Unexcused Absence

1 Unexcused Absence = Lowers Grade

2 Tardies or Early Departures = One Absence

The following events are NOT excused absences: technology failure, school board meetings, parent conferences or other intern site events, WU sports or arts events.

WU Policy: 25% (2 for EDCO 410/ 1 for EDCO 695) or More Absences = N, F, or U

What's In It For Me?

- ❑ Preparation for your first year with a personal “consultant,” savvy, experienced educators with experience in leadership, administration, and the topics included in EDCO 410/695.
- ❑ Flipped classroom experience. You choose- No physical classroom or drive to campus required OR meet face to face with your instructors.
- ❑ Practice in many of the professional behaviors and knowledge you will need the **very first day** of teacher in-service for your first position.



Posted on Blackboard

Under “Information”

- This power point
- Syllabus
- Course Key Assessment (**THE EXAM**) and Rubric—*no secrets from day one*
- Authentic Experience Rubric
- Punctuation Rules
- Contact information for the instructors and class meetings times



Five Ways to Prepare Ahead

1. Set aside time to FOCUS on EDCO 410/695 experiences.
2. Begin early on Session 1 with the power point videos and study guides.
3. Share with your teacher mentor, principal, guidance counselor, assistant principals that you are taking this course and will be asked to interview them about various topics.
4. Find out from the website when the school board for your district holds its BUSINESS meeting (not work session) in and get the date on your calendar. Session 2 will discuss the district board of education.
5. Bring to the Tech Check any questions you may have.

Scavenger Hunt Activity

1. Everyone:

Using your phone or iPad or laptop, find the date, time and location of the regularly scheduled business meeting for the board of trustees/board of education for the school district in which you are interning.

2. First Person:

Stand up if you are the first person to find your district's information.

3. Everyone:

Enter your district's board meeting in your calendar for October and November and attend one of those meetings.

Contact Information

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