

EDUC 1101: Cultural Diversity, Schooling and the Teacher (Online)

Professor: Crystal Howell (she/her)
Email: chowell@randolphcollege.edu
Cell: 304.946.1885

Credit Hours: 4
Pre/Corequisite: None
Office hours: TBD

Texts

All readings will be provided (typically as a PDF) or linked online. You are not required to purchase a textbook for this class.

At times, you will have to find and read news or practitioner-oriented work related to contemporary issues in education. You should begin to explore some of the many websites, blogs, and social media feeds aimed at teachers and other education professionals, including Edutopia (assorted topics), Chalkbeat (an online and print newspaper focused on current events in education), the Answer Sheet (an online and print column by Valerie Strauss along with many expert contributors in the *Washington Post*), the website for the National Education Association (assorted topics, although information concerning teacher pay and benefits and students' and teachers' rights are especially informative), and the website for the professional organization(s) that includes the grade level or content area in which you are interested (e.g., the National Council of Teachers of English, National Council of Teachers of Mathematics, American Council on the Teaching of Foreign Languages, National Association for the Education of Young Children, et al.). If you are unsure which professional organization best complements your teaching interest, please let me know, and I will direct you to the appropriate organization.

Technical Requirements

- Reliable internet access and a device equipped with a webcam, microphone, and speakers/headphones.
- A Randolph College email account. You are expected to check your email daily for the duration of the course.
- Access to Moodle, the learning platform for this course. Use your Randolph username (the first part of your email address) and password to log in at <http://moodle.randolphcollege.edu>.
- Access to Google Docs (provided via your Randolph account).
- A Zoom.us account, preferably connected to your Randolph email. Zoom is a video conferencing platform. You will only need the free account for this course.

Description

In this course, students will develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Legal issues related to students and teachers, including federal and state laws, contemporary issues, and current trends in education are studied. Classroom management, roles of teachers and schools in communities, professionalism, and ethical standards will be reviewed and analyzed.

Course Purpose

Foundations of Education & Classroom Management is an introductory course for students considering careers in the teaching profession or for those who just want to be better, more informed citizens regarding the educational system. Students will examine a range of issues related to the role, development, and organization of public education in the United States, including its historical, philosophical, cultural, political, legal, and social foundations and their influence on the teaching profession. Examining one's own beliefs, values, and goals constitutes a primary theme of the course.

Each of us comes to this course with years of experience in schools. Public school, private school, preschool, Sunday school, homeschool, virtual school—we are all familiar, as students, with the institution of *school*. Sociologist Dan Lortie (1975) described the acquisition of knowledge about school as an *apprenticeship of observation*. In short, we learn what school is like by doing it; for those of us who want to be teachers, we learn about what teachers do, how teachers look, and what teachers say by watching our own teachers. If we only learn by observation, however, we are in danger of reproducing the bad with the good, from individual issues like ineffective classroom management strategies to overarching problems like institutional racism. The purpose of this course is to move from simply relying on our impressions and experiences of school toward a more nuanced, critical understanding of schools, students, teachers, and teaching in the United States.

This course is structured in four units: (1) Philosophies of Education, (2) The Organization of U.S. Schools, (3) The History of American/U.S. Schooling from the Colonial Era to the Present, and (4) Beginning to Teach.

Course Objectives

Students will:

1. understand four major themes in education: schools and students, teachers, foundations and the future, and the teaching profession. (CAEP 1.1,1.2,1.4,1.5)
2. apply critical writing and communication skills for class activities, assignments and reflections. (InTASC 4, 8)
3. participate in problem-solving skill activities in preparation for leadership roles in education. (CAEP 1.4, InTASC 1,5, 10)
4. understand the current educational issues relating to the philosophy, history, finance and governance of education in the United States. (CAEP 1.1, 1.4)
5. examine their commitment to the teaching profession and/or to examine their roles as advocates for education as members of their prospective communities. (CAEP 1.2, InTASC 9 & 10)
6. become more knowledgeable of the cultural diversity existing in society and how it affects the schools of today and the future. (CAEP 1.1, InTASC 2)
7. understand the dispositions and performance skills needed to be an effective teacher. (CAEP 1.1, InTASC 1-10)

Community Responsibilities

Although each of us comes to the classroom with our own worldviews, grounded in our upbringing, our culture, our faith, and our way of seeing the world, we must employ the very democratic values we hope to teach one day. Among these are respect, civility, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge and experiences, and openness to intellectual risk-taking.

Practically, these expectations translate into a set of behaviors: respect and civility dictate that class discussions—wherein we will certainly uncover disagreements in beliefs and practices and in which you will hear ideas that challenge your own thinking—ought to be places of informed conversation as opposed to

unchecked argument. Openness to intellectual risk-taking means listening to and carefully considering new ideas or points of view during class discussions, while reading, and while completing other class activities. Reciprocal support requires us to still exhibit care for others in our learning community, even those with whom we disagree. These behaviors are the hallmarks of a professional.

Specifically, our responsibilities include:

- Recognition of the unique structures of this course, including its **pace** and **platform**. In terms of pace, because our term is six rather than sixteen weeks (the length of a full fall or spring semester), we should expect to engage with one another and the course materials and activities *daily* rather than 2-3 times a week like we might in a traditionally structured course. With this pace in mind, unless serious extenuating circumstances arise, I will make every attempt to respond to emails within 24 hours, and I expect you to do the same. In terms of platform, because our course is online rather than face-to-face, we should remember that some kinds of communication may be trickier to master, especially when we're still getting to know one another. For instance, a comment that might obviously be a joke in a face-to-face conversation could be interpreted by others as serious in a discussion forum. As you post, respond, and read others' posts and responses, please think about how *asynchronous* communication (that is, communication that may not be happening in real time, like a Facebook thread where people reply to comments over many hours or days) can be different from *synchronous* communication (that is, communication happening in real time, like a phone call or in-person conversation). I encourage you to use emoji, gifs, memes, and other online conventions (e.g., LOL) to help you make your meaning clear.
- Thorough **preparation** for each forum post/response, peer feedback session, and Zoom meeting. Preparation in the context of an online course includes remaining up to date on readings and other activities planned to occur before the post, session, or meeting in question.
- **Attentiveness** to the professor and other students. In a traditional course, attentiveness is demonstrated by actively listening in class, referring accurately to others' comments and ideas during discussions, and refraining from engaging in off-task behaviors like texting or dozing. In an online course, attentiveness more often requires the demonstration of active, careful reading of others' posts and responses but still requires us to refer accurately to others' comments and ideas during forum discussions.
- Adherence to the Randolph College **Honor Code** at all times.

Your responsibilities in this course extend beyond those of a typical class. In this course, you are expected to demonstrate that you are beginning to be ready to assume the role of *teacher*. Moreover, your admission to the Educator Preparation Program (if this is your goal) and the opportunity to student teach depends on your demonstration of professionalism in this and other education courses and fieldwork. Please note that applications to the Educator Preparation Program are submitted in October and February, typically on the third Monday of the month, and require, among other documents, at least one recommendation from a member of the Randolph education department faculty. For more information about applying to the Educator Preparation Program, including specific dates, see the Educator Preparation Program Policies and Procedures Handbook (<http://www.randolphcollege.edu/education/education-program-handbook/>).

Disability Accommodations

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability—mental health, medical, or physical impairment—please contact Diane Roy,

Coordinator of Disability Services, in the Academic Services Center, 4th floor, Lipscomb Library, at (434) 947-8132 or at droy@randolphcollege.edu.

Student Welfare and Wellbeing

Any student who faces challenges securing their food or housing and believes this may affect their performance in this or other courses is urged to contact me, another member of the staff or faculty in the education department, or another staff or faculty member at the College. Doing so will enable us to connect the student with appropriate resources available on campus and in the broader Lynchburg community.

Title IX

At Randolph College, all College faculty are mandated reporters. In the event that you choose to write or speak about having experienced sexual violence, including rape, sexual assault, sexual harassment, intimate partner violence, or stalking, and specify that this violence occurred while you were a Randolph student, I must inform the College's Title IX Coordinator, Sharon Saunders. We do this to make sure you are able to get all the information and support you need. I understand you may not be interested in making a complaint at this time; however, I am required to report what you confide in me.

Course Assignments and Grading

As you can see in the table below, there are 1,000 points possible in this class. This structure makes it easy to know how close you are to achieving the grade you want: simply total your points earned. For example, if you've earned 700 points, that's 70% (C-) of the points possible; if you've earned 890 points, that's 89% (B+). Throughout the term, you can easily see how you are progressing toward the grade you want to make in the course. You can see your point total in the gradebook on Moodle, but I've also included a column in the table below where you can note your points earned for each assignment if you want. I've also noted the percentage of the final grade each assignments represents (that is, each assignment's value relative to your overall grade). Below the table is a fuller description of each assignment.

Assignment	% of Total	Points Possible	My Points Earned
Netiquette quiz	1.5	15	
Introduction activities	1	10	
Forum posts (10 complete posts x 20 points each)	20	200	
Quizzes (10 quizzes x 15 points each)	15	150	
Zoom check-ins (5 required x 10 points each)	5	50	
Philosophy of education DRAFT (credit/no credit)	2.5	25	
Philosophy of education PEER FEEDBACK (credit/no credit)	2.5	25	
Philosophy of education FINAL DRAFT	10	100	
Webquest	10	100	
Contemporary issues: Forum lead	2.5	25	
History of U.S. schools exam	10	100	
Lesson plan DRAFT (credit/no credit)	2.5	25	
Lesson plan PEER FEEDBACK (credit/no credit)	2.5	25	
Lesson plan FINAL DRAFT	15	150	
Total	100	1,000	

Netiquette quiz (15 points, 1.5% of total grade)

Please read [Virginia Shea's 10 core rules of "netiquette"](#) before completing the five-question quiz. (You must click on each rule to open and read more about it.)

Introduction (10 points, 10% of total grade)

Introduce yourself to the class community in the introductions forum, and be sure you have a photo in your Moodle profile.

Forums (10 posts x 20 points each = 200 points, 20% of total grade)

Each unit includes 2-3 forum discussions. I will post a discussion starter (typically a question or group of related questions). In order to earn full credit for each forum, you must post a response and substantively engage with at least one other community member. A rubric for forum participation is provided separately. In order to earn credit for forum participation, you must participate by 11:59pm on the last day of each unit. Forums will remain open after that point, but no additional forum activity will contribute to the grades for those forums.

Quizzes (10 quizzes x 15 points each = 150, 15% of total grade)

Each unit will include 2-4 timed, five-question quizzes. You may use your notes, readings, and other course materials on quizzes. Quiz questions will be multiple choice, true/false, fill in the blank, and short answer. Quizzes are not cumulative; that is, they only include the content covered since the previous quiz. Quizzes must be completed by 11:59pm on the last day of each unit.

Philosophy of education (150 points, 15% of total grade)

Based on readings and discussions, each student will compose a brief (400-600 words; about two pages) essay defining and describing their current philosophical position on education broadly. This assignment includes three components: the submission of a rough draft to me and to a fellow student via Google Docs for feedback (credit/no credit, 25 points), offering meaningful feedback to a fellow student on their rough draft (credit/no credit, 25 points), and submission of the final draft (100 points). You will begin this document during Unit 1, but you will continue to revise it throughout the term and turn in your final draft at the end of the course. A complete description (including an example) and rubric are provided separately.

Webquest (100 points, 10% of total grade)

Unit 2 focuses on how U.S. schools are organized and function as institutions. To complete this assignment, you will gather data online related to a real Virginia school division in order to better understand how it works. Using these data and your course readings and other resources, you will answer questions about the division and its role in the community. A complete description and rubric are provided separately.

History of U.S. schools exam (100 points, 10% of total grade)

The focus of Unit 3 is acquiring knowledge of the significant people, places, and events of U.S. school history; this exam is intended to assess your mastery of that knowledge and ability to make connections between important historical events. The exam will be timed and comprised of multiple choice, true/false, fill in the blank, and short answer questions and covers all readings, other media, and class discussions related to Unit 3. You may use your notes, readings, and other course materials to complete the exam.

Contemporary issues: Forum lead (25 points, 2.5% of total grade)

To complement our study of U.S. school history in Unit 3, you will choose a contemporary hot topic in education and gather 2-3 readings to share with the class. You will then write a forum prompt related to your topic. A complete description and rubric are provided separately.

Lesson plan (150 points, 15% of total grade)

Unit 4 focuses on the practice of teaching. For this assignment, you will choose a topic/skill you might teach the rest of the class (including me!) and plan a 15-20 minute lesson. Like your philosophy of education, this assignment includes three components: the submission of a rough draft to me and to a fellow student via Google Docs for feedback (credit/no credit, 25 points), offering meaningful feedback to a fellow student on their rough draft (credit/no credit, 25 points), and submission of the final draft (100 points). A complete description (including a lesson plan template and example) and a rubric are provided separately.

Grading

Late submissions will result in a deduction of a letter grade for each 24-hour period after the assignment is due. No assignments will be accepted more than five days late. Any change in due date will be noted on Moodle.

Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-77
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Writing: Style and Substance

All final drafts of work should be typed, double spaced, and in 12-point Times New Roman. In education, we rely on the style manual of the American Psychological Association (APA). All written work should conform to the most recent edition of the APA handbook. All ideas or quotes from another author should be cited appropriately; failure to do so is plagiarism. For more information about APA style, appropriately citing others' work, or general guidance on academic writing, please talk with me, visit the Academic Services Center in person or online, or visit Purdue University's OWL (Online Writing Lab).

Important Dates

Unit 1: Philosophies of Education

Begins May 28 Materials Due by 11:59pm, June 7

Unit 2: The Organization of U.S. Schools

Begins June 7 Materials Due by 11:59pm, June 16

Unit 3: The History of American/U.S. Schooling from the Colonial Era to the Present

Begins June 16 Materials Due by 11:59pm, June 24

Unit 4: Beginning to Teach

Begins June 24 Materials Due by 11:59pm, July 3

Philosophy of education final draft is due by 11:59pm on the last day of the term. A daily calendar is attached to help you stay on track during each unit.

Unit	Big Idea/Read/Watch	Do
Unit 1	<i>Orientation and introductions</i> - Virginia Shea's "The core rules of netiquette"	-Post in the preferred office hours forum by 11:59pm. -Make sure you've completed the orientation activities described in your welcome email from Dr. Sarah Sojka.
Unit 1	<i>Why do people become teachers?</i> - Fulcher (2015) - Sackstein (2017) - Barnum (2017)	-Complete netiquette quiz by 11:59pm. -Post in the introductions forum by 11:59pm. -Upload a current photo of yourself in your Moodle profile by 11:59pm. -Forum 1.1
Unit 1	<i>Why should I think about my philosophy of education? What is philosophy, anyway?</i> -Ryan, Cooper, & Bolick (2016) (PDF)	-Ryan, Cooper, & Bolick reading guide -Quiz 1.1
Unit 1	<i>Are education and schooling the same thing? Why or why not?</i> -Osborne (2008) (PDF)	-Osborne/Howley reading guide
Unit 1	-Howley (2008) (PDF)	-Osborne/Howley reading guide
Unit 1		-Forum 1.2
Unit 1	<i>What is curriculum?</i> -Eisner (2001) (PDF)	-Eisner reading guide
Unit 1	<i>What is instruction?</i> -Flake (2017) (PDF)	-Forum 1.3 -Quiz 1.2
Unit 1	<i>Why should I write a philosophy of education, and what should it look like?</i> - Lewis (2019) -Philosophy assignment page and rubric -Sample philosophy	-Begin writing your philosophy of education in a Google Doc. You will be required to submit a rough draft to Dr. Howell and a peer review partner on 6.23. However, you are encouraged to discuss your draft with Dr. Howell during office hours before that date. - Zoom with Dr. Howell (and other class members if possible) to clarify Unit 1 big ideas and answer lingering questions.

Unit 2	-Unit 2 opens. Explore readings and activities, and contact me with any questions.	-Submit all Unit 1 activities (quizzes 1.1 and 1.2 and forums 1.1, 1.2, and 1.3) by 11:59pm.
Unit 2	<i>How are equity and equality different? How are US schools funded? How has the use of property taxes resulted in inequitable funding?</i> -Read Sun (2014) -Read Biddle & Berliner (2002) -Watch video Housing Segregation in Everything (Length 00:06:36) -Listen to the <i>Code Switch</i> podcast episode " Location! Location! Location! " (Length 00:35:19) (Note: A transcript of the episode is available on the same page.) -Explore the maps on the Mapping Inequality site for your city or a city near/dear you.	-Forum 2.1
Unit 2	<i>How are Virginia schools funded?</i> -Read Lou & Blagg (2018) -Read the PowerPoint created by Owing & Kaplan (2001) for the Virginia Association for Supervision and Curriculum explaining how VA schools are funded	-Quiz 2.1 -Forum 2.2
Unit 2	-Visit the VDOE's site on the SOQs . Please open and skim the 2018 SOQs; you don't need to read the entire document but should have some understanding of how it is structured and what it includes.	-Quiz 2.2
Unit 2	<i>How do schools reproduce existing social structures and values?</i> -Read Anyon (1981)	-Anyon analysis chart (serves as reading guide) -Forum 2.3
Unit 2	<i>How does a real Virginia school division work?</i> -Read the webquest assignment. Explore the LCS Policy Manual and skim the introduction and school-related sections of the 2020 proposed budget for the City of Lynchburg . Note: The budget is an <i>enormous</i> technical document. You should look at the subsections "Local Contribution to City Schools" (p. ix), "History of Required Local Effort" (p. x), and "History of Schools Funding Sources" (p. xi) as well as the pie charts on pp. 234 and 237.	-Begin the webquest.
Unit 2		-Continue the webquest. -Zoom/phone check-in with Dr. Howell (schedule ahead of time; may be done sooner but must be done by today).

Unit 3	-Unit 3 opens. Explore readings and activities, and contact me with any questions.	-Submit all Unit 2 activities (quizzes 2.1 and 2.2; forums 2.1, 2.2, and 2.3; and the school organization webquest) by 11:59pm.
Unit 3	<i>Why do we study the history of American schools? How were the earliest schools organized? Who created them and why?</i> -Read Kliebard (1995) -Watch part one of <i>School: The Story of American Public Education</i> , “The Common School: 1770-1890.” (This episode is 00:58:45 long.)	-Complete <i>School</i> part one viewing guide -Quiz 3.1
Unit 3	<i>How did WWII and the Cold War affect U.S. schools? What should teachers and students know about the First Amendment?</i> -Watch part two of <i>School: The Story of American Public Education</i> , “As American as Public School: 1900-1950.” (00:57:56) -Watch “ Battles with School Prayer ” (00:07:41) -Read Haynes (2008).	-Complete <i>School</i> part two viewing guide -Quiz 3.2 -Choose your topic in the Contemporary Issues forum, and claim it by replying to Dr. Howell’s post in the forum.
Unit 3	<i>What laws and statutes protect students from minority groups in U.S. schools?</i> -Watch part three of <i>School: The Story of American Public Education</i> , “A Struggle for Educational Equality: 1950-1980.” (00:55:07) -Read the NAACP’s statement on the importance of Brown v. Board of Education . -Read Brownstein (2014) . -Read the Department of Education Office of Civil Rights’ explanation of Title IX . -Read the “Understanding Why Title IX Is Important” infographic. -Begin reading/watching/listening to the texts for your contemporary issue.	-Complete <i>School</i> part three viewing guide -Quiz 3.3

Unit 3	<p><i>How are students who speak languages other than English and students with special needs protected in U.S. schools? What issues are part of our contemporary school-related national conversations?</i></p> <p>-Watch part four of <i>School: The Story of American Public Education</i>, “The Bottom Line in Education: 1980 to Present.” (00:55:20)</p> <p>-Read Lee (2019) and Rosen (2019).</p> <p>-Read AIC (2016).</p> <p>-Continue reading/watching/listening to the texts for your contemporary issue.</p> <p>-If you’re interested in Virginia-specific education law, visit the Education Law Center’s Virginia profile here.</p>	<p>-Complete <i>School</i> part four viewing guide</p> <p>-Quiz 3.4</p> <p>-Forum 3.1</p> <p>-Meet with Dr. Howell via Zoom on or before today for your Unit 3 check in.</p> <p>-Schedule an online writing tutoring session for next week through Randolph’s Academic Services Center. Directions to do so can be found here.</p> <p>-Schedule a 30-minute Zoom meeting for next week with Dr. Howell to discuss your rough draft.</p> <p>-Schedule a 30-minute Zoom meeting for next week with your peer review partner to give and receive feedback.</p>
Unit 3		<p>-Post your conversation starter questions in the Contemporary Issues forum by NOON.</p> <p>-Post in the other two Contemporary Issues forum threads after they are posted at noon.</p> <p>-Review your Unit 3 notes and other materials and contact Dr. Howell if you have any questions before taking the unit exam.</p>
Unit 3		<p>-Schedule an online writing tutoring session for next week through Randolph’s Academic Services Center. Directions to do so can be found here.</p> <p>-Schedule a 30-minute Zoom meeting for next week with Dr. Howell to discuss your rough draft.</p> <p>-Schedule a 30-minute Zoom meeting for next week with your peer review partner to give and receive feedback.</p>
Unit 4	<p>-Unit 4 opens. Explore readings and activities, and contact me with any questions.</p>	<p>-Complete all Unit 3 activities (including quizzes 3.1, 3.2, 3.3, and 3.4; forum 3.1; and the Unit 3 exam) by 11:59pm. <u>NOTE: The exam has a time limit of one hour. If you begin your exam after 11pm, you will not be able to use the full hour you are allotted.</u></p> <p>-Share the <u>rough draft</u> of your philosophy of education via Google Docs with Dr. Howell and your peer review partner by 11:59pm.</p>

Unit 4	<p>-Read your partner’s draft.</p> <p>-Today’s focus is on giving feedback to your partner’s philosophy of education. Please use this feedback guide from George Mason University as well as the assignment rubric to give feedback to your partner. Remember, you earn credit for providing <i>meaningful</i> feedback for your partner.</p>	<p>-Provide feedback using the comment function in Google Docs on your partner’s draft ASAP, preferably by 11:59pm tonight.</p> <p>-Via email, schedule your philosophy draft feedback session with Dr. H for Wednesday, Thursday, or Friday.</p>
Unit 4	<p><i>How do teachers plan for good instruction? What are learning objectives?</i></p> <p>-Read the lesson plan assignment sheet and the sample lessons.</p> <p>-Read Bowen (2017).</p> <p>-Read “Articulate Your Learning Objectives.” (Now start the handout!)</p> <p>-Read Armstrong (2019). (Now finish the handout!)</p>	<p>-AFTER reading “Articulate Your Learning Objectives,” complete the first column of the “What are KUDs?” handout.</p> <p>-AFTER reading Armstrong (2019), return to the “What are KUDs?” handout and label each DO objective on p. 2 with the appropriate level of Bloom’s Taxonomy.</p> <p>-Forum 4.1</p> <p>-Brainstorm for your lesson plan. What do you want to teach us? Begin drafting your KUD learning objectives.</p>
Unit 4	<p><i>How do teachers know if students are meeting objectives?</i></p> <p>-Read “Why is assessment important?” making sure to click on the links to the excerpts from the interview with Grant McTighe.</p> <p>-Read “What are some types of assessment?”</p> <p>-Visit Assessment Basics. Follow the four bulleted links to read about alignment, formative v. summative assessment, and assessment v. grading.</p>	<p>-Review the learning objectives you wrote yesterday. How will you ascertain whether we have met those objectives? Begin brainstorming formative and summative assessment strategies you could include in your lesson plan. You can visit the Eberly Center’s Classroom Assessment Techniques (CATs) page for ideas.</p> <p>-Schedule your Unit 4 check in with Dr. H for Monday or Tuesday.</p> <p>-Zoom with Dr. H by today for your philosophy draft feedback session.</p>
Unit 4	<p><i>What components of good instruction appear across the research literature?</i></p> <p>-Read Wilson (2019).</p> <p>-Read the Madeline Hunter Model.</p> <p>-Revisit the sample lesson plan and the blank lesson plan template provided at the start of the unit.</p> <p>-Read Rosenshine (2012).</p>	<p>-Brainstorm: Revisit your learning objectives and assessment ideas. Now that you know what your students should know and how you plan to assess them, what classroom activities will help them develop the knowledge, understand, and skills you have in mind?</p> <p>-Forum 4.2</p> <p>-Quiz 4.1</p> <p>-Today and tomorrow: put it all together. Using your brainstormed learning objectives, assessment ideas, and instruction ideas, fill in the blank lesson plan template to create your own lesson plan draft.</p>

Unit 4	<p>-Read your partner's lesson plan.</p> <p>-Today's focus is on giving your partner feedback on her lesson plan. Remember, you earn credit by giving your partner <i>meaningful</i> feedback. Use your assignment rubric and your notes and readings from this unit to help guide your feedback.</p>	<p>-Share your complete lesson plan draft with Dr. H and your partner for feedback by 9am.</p> <p>-After 9am but before 11:59pm, provide meaningful feedback on your partner's lesson plan.</p>
Unit 4	<p><i>-What is classroom management, and how does it fit into good instruction?</i></p> <p>-Read Gonzalez (2016) (a short blog post) and listen to the embedded podcast episode on the same page. (00:47:13)</p>	<p>-Zoom with Dr. H today or tomorrow for your Unit 4 check in.</p>
Unit 4	<p><i>How are teachers credentialed? What's next?</i></p> <p>-Read the VDOE site describing the requirements for a Virginia teaching license.</p> <p>-Use this list to look at the requirements for other states where you might be interested in teaching.</p> <p>-Review the Randolph College Educator Preparation Handbook (available as a PDF here) for details on the courses you must complete and the entrance and exit exams you must pass before you can be recommended for a Virginia license by our department, should you choose to pursue a career in teaching.</p>	<p>-Forum 4.3</p> <p>-Quiz 4.2</p>
Unit 4	<p>-No texts to read/watch/listen to! Time to wrap up EDUC 101!</p>	<p>-Submit all Unit 4 assignments (Forums 4.1, 4.2, and 4.3 plus quizzes Quizzes 4.1 and 4.2) as well as your revised philosophy and lesson plan via Moodle by 11:59pm.</p>

YOU ARE FINISHED!



