



OACTE CONFERENCE

Programs and Practices: Making Hard Choices through
Critical Reflection, Review, and Innovation

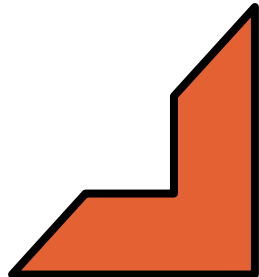
**Theory into Practice:
Block II at East Central University**

Thursday, October 27th



Link to this presentation

Presenters:
Dr. Jessica Koch
Dr. Robin Roberson
Mrs. Jennifer Snell

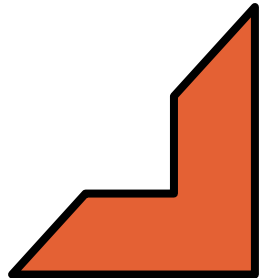




Reflective Practice

How do you incorporate the following in your program:

- Student Engagement?
- Use of Technology?
- Application of Theory?
- Critical Thinking?
- Cross-Curricular Integration?

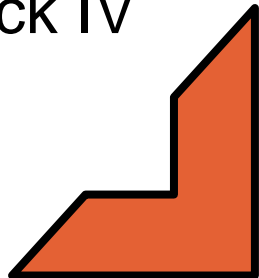




Reasoning for Hard Choices

Better integration of Theory to Practice for Student Teachers

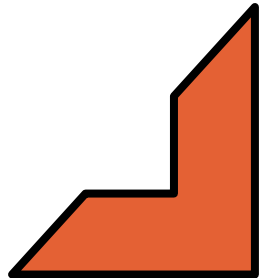
- Overwhelmed by Student Teaching
 - Lesson/Unit planning
 - Student Teaching Portfolio Tasks
 - Classroom Management
- Program disconnect from Blocks I, II, and III to Block IV
- Integrate tasks from Block IV into Blocks II and III
- More application needed





Where We Started

- Field Experience II: Spring 2014
- Educational Psychology: Fall 2014
- Educational Technology: Spring 2015

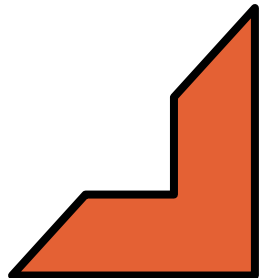




Field Experience II: Fall 2014

Original Placement Plan:

- Placement Application--Google Form
 - Phone Call/Email Placement Verification
- Agreement Form--Word Doc
- Time Log--Word Doc
- Evaluations--JotForm link
 - Students gave to Cooperating Teacher (CT)
 - CT may or may not receive or submit

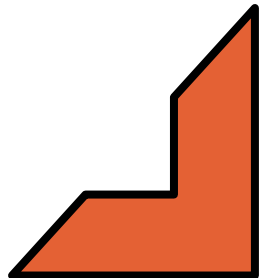




Field Experience II: Spring 2015

“New” Placement Plan:

- Placement Application--Google Form
 - Phone call/Email placement verification
- Agreement Form--Word Doc
- Time Log--Chalk and Wire
- Discussion Board--Blackboard
 - Prompts from instructors of Block I, II, and III
- Evaluations--Chalk and Wire
 - CTs received after approval of timesheet





Field Experience II: Fall 2015

“Enhanced” Placement Plan:

- Placement Application--Google Form
 - Phone call/Email placement verification
- Agreement Form--Word Doc
- Time Log--Word Doc
- Discussion Board--Blackboard
 - Prompts from instructors of Block I, II, and III
- Evaluations--Chalk and Wire
 - Few CTs received because Chalk and Wire was not updated



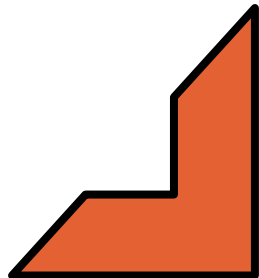


Field Experience II: Spring 2016

“Director of Field Placement has had it”

Placement Plan:

- Placement Application--Chalk & Wire
 - Google Doc placement verification to each principal
- Agreement Form--Utilized Google Doc as Agreement Verification Form
- Time Log--Chalk & Wire With Journal Log
- Evaluations--Chalk and Wire
 - we received most of the evaluations of our students



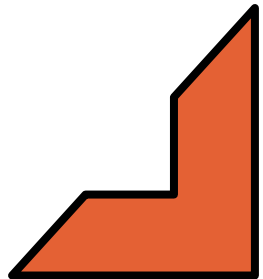


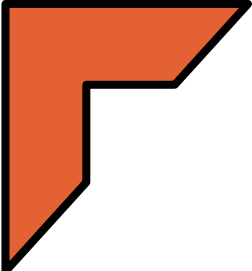
Educational Psychology: Fall 2014

Original Assignments:

- 4 In-Class Case Studies
 - Reflect and Apply
- 3 Field Experience Assignments
 - Reflect
 - Portfolio Artifacts
- Service Learning Assignment
 - Reflect and Apply
 - Tutor student in FE classroom
 - Portfolio Artifact

InTASC Standards
1, 2, & 3

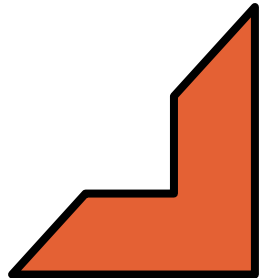




Educational Psychology: Spring 2015

New Assignments:

- Weekly In My Experience (IME)
 - Reflect and Apply
- Weekly Self-Analytical Reading Application (SARA)
 - Reflect and Apply
 - Variously combined into 3 Portfolio Artifacts
- Service Learning Assignment
 - Reflect and Apply
 - Tutor student in FE classroom *for 10 of 25 FE hours*
 - Portfolio Artifact



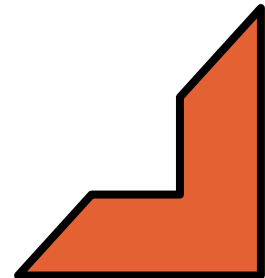


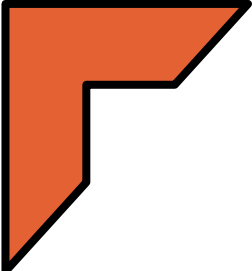
Educational Psychology: Fall 2015

Old Assignments:
IMEs and SARAs

New Assignments:

- Weekly Field Experience Discussion Board
 - Reflect
- Semester-Long Field Experience Learning Project
 - Reflect and Apply
 - Tutor student for 9 of 25 FE hours
 - Tutor in FE classroom or other designated institution
 - Teach lesson in FE classroom
 - Create lesson plan with cooperating teacher
 - Pre-/post-assess for student impact
 - FE student survey



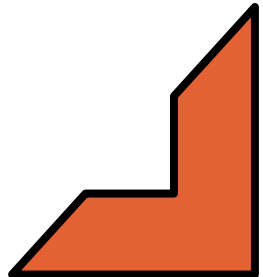


Educational Psychology: Spring 2016

New Assignments:

- 2 Group Assignments
 - Digital presentations
 - Reflect and Apply
 - Learner Development
 - New Artifact: Standard 1
 - Learner Differences
 - New Artifact: Standard 2

Old Assignments:
IMEs, SARAs,
Discussion Board,
and FE Learning
Project






Educational Psychology: Fall 2016

New Assignment:

- Field Experience Learning Project
 - Reflect and Apply
 - Tutor student for *8 of 25* FE hours
 - Teach *2 lessons* in FE classroom
 - First lesson
 - Use cooperating teacher's lesson plan
 - Second lesson
 - Teach own lesson plan

Old Assignments:
IMEs, SARAs, FE
Discussion Board,
and Digital
Presentations





Educational Psychology: Spring 2017

Proposed Changes:

- SARA (update)
 - Merge IME with SARA
 - Artifact: Standard 3
- FE Learning Project
 - Align wording of assessment portion with PPAT
- Assignment: Classroom Management Handbook
 - Reflect
 - Add parts of this to Digital Presentations for Standards 1 and 2
- Assignment: Mentor/Accountability Coach
 - Apply
 - Individual work with Child and Adolescent Psych students

Old Assignments:
FE Discussion
Board and Digital
Presentations



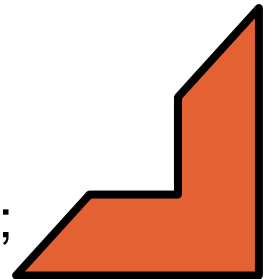


Educational Psychology: Fall 2017

Proposed Changes:

- Absorb FE hours from Educational Technology
 - Adopt Standard 5
 - Artifact: FE Learning Project
- FE Discussion Board
 - Reflect
 - Add tech prompts to Discussion Board
- Integrate students' tech skills into work on other assignments
 - Apply
 - Google Docs, Slides, Hangout; Facetime, Skype, WebEx; SmartBoard, Video Capture/Conversion

Old Assignments:
SARA, Digital
Presentations,
Classroom
Management
Handbook, FE
Learning Project,
and Mentoring



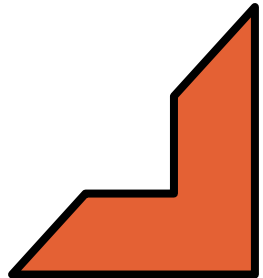


Educational Technology: Spring 2015

Theory Based Class

InTASC Standards
5 & 10

- Students were exposed to theory-based lectures with limited time for projects
- Students were asked to participate in Extra-curricular activities in order to be exposed to various types of instructional or professional technology
- Two different instructors
- Students reported a “do as I say, not as I do” expectation





Educational Technology: Fall 2015

Theory Based Class + Projects

- Field Experience Altered
 - 5 hours
 - 6 options- Edcamp, observe distance learning, #oklaed participation, class observation, and interviews
- Theory Based with time for projects
 - 10-20 minutes of lecture
 - Remaining portion of class group work or project-based assignments





Educational Technology: Spring 2016

Alternate Experiences

- Finch Robot Collaboration with EC and MS
- Discussion Posts altered

Project-Based Learning

- Web Design
- Implemented Differently to ensure positive, growth experience
- Reinforced through presentation, directions in class and on Blackboard, and verbally (consistency changed)





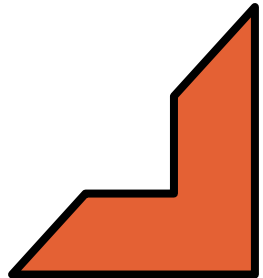
Educational Technology: Fall 2016

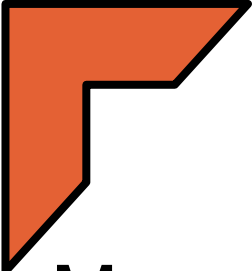
Positive Collaboration & Engagement

- Mondays: Lab Day
- Wednesdays: Productivity Day
- All assignments are group/project-based except for reading assignments

Workplace Application

- Reading Discussions
- Interview professionals
- Discussions with peers

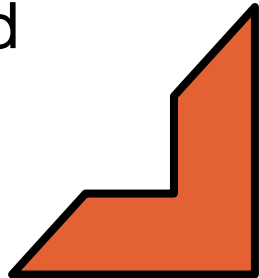




Educational Technology: Spring 2017-Fall 2017

Many more changes...

- Ed. Tech. will become integrated throughout the Teacher Ed. program
- Emphasis on Project-Based assignments and personal/real-life application
- Block I: Productivity Tools
- Block III: Application of Apps & Integration into Field Experiences and Methods courses





Hard Choices and Lessons Learned

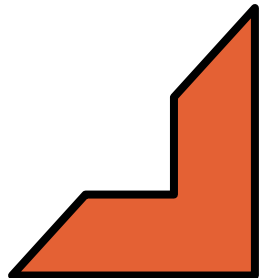
Model what you teach

Connect Course Content to FE and back again

Reflection/Application

- “How will I use this information/technology later as a teacher?”

Alternative FE placement





Hard Choices and Lessons Learned

Consistent Expectations/Requirements

- Lowers student anxiety
- Helps students learn from and integrate experiences

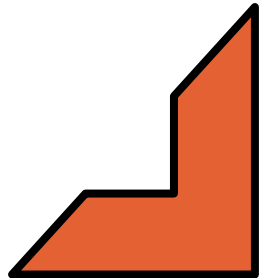
One person in charge of a Block/Course

Open communication across Blocks/Courses

- Especially when sharing course assignments

Update Handbook regularly

Prescribe portfolio artifacts



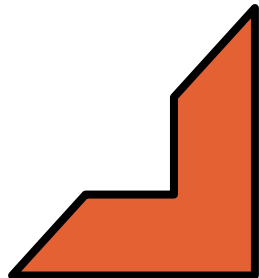


Hard Choices and Lessons Learned

Increase Expectations of Students...Earlier

- Increase engagement in coursework
 - Amount of work
 - Thinking level
 - Activity level (experiential learning)
 - Have students apply theory as it is learned
 - Help students identify future relevance and utility value
- Students who need skills remediation
 - Formally identify students
 - Intervene earlier
 - Formal scaffolded intervention

“If you can survive
Block II...you can
survive student
teaching!”





PRESENTER CONTACT INFO.

Dr. Jessica Koch
Educational Technology
jkoch@ecok.edu

Dr. Robin Roberson
Educational Psychology
robrrob@ecok.edu

Mrs. Jennifer Snell
Field Experience
jsnell@ecok.edu



Link to this presentation

