

AEP 670, Workshop in Education: EDUCATIONAL LEADERSHIP DEVELOPMENT
(Undergraduate Version)

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COURSE CREDIT: 3 undergraduate credits

DATES, TIMES, NUMBER OF SESSIONS: Organization dependent (26-40+ each, fifty minute sessions, each semester, annually)

COURSE DESCRIPTION:

This course presents an overview of current issues and trends in secondary education. The concepts are developed so the student has a solid working knowledge to engage in discussions, debates, and policy considerations. Concepts covered include a Constructivist Classroom, classroom assessment, classroom management, character education and citizenship skills, thinking maps, the 4-phase lesson plan, and innovative instructional strategies. The overall focus is integration of these concepts to create an active, dynamic and integrative classroom.

COURSE OBJECTIVES: Upon completion of this course, students will

- Learn how to integrate concepts and design the instructional environment to encourage and support learning
- Increase integration and application of learning strategies across content units using the four-phase lesson plan
- Utilize Thinking Maps skill sets to the level appropriate for their students' needs and academic success
- Implement new curriculum strategies, and assess outcomes to provide greater understanding of the impact these changes have on their students' understanding and skill sets.
- Understand citizenship skills and values involved in character education and how these can be integrated into the curriculum.
- Understand that service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the

same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES

Clark, Ron. THE ESSENTIAL 55 – AN AWARD WINNING EDUCATOR’S RULES FOR DISCOVERING THE SUCCESSFUL STUDENT IN EVERY CHILD New York, NY: Hyperion, Inc, 2003.

COURSE REQUIREMENTS:

Attendance is required at all sessions of the seminar.

Student produced oral presentation.

Student produced personal learning journal.

A post-seminar personal reflection paper, minimum 5 pages.

COURSE REQUIREMENTS AND ATTENDANCE

Attendance at all seminar and workshop sessions is mandatory for participants. Seminar reading and activities will allow students to maximize their workshop participation. Class participation will be evaluated through the production of each student’s prepared personal reflections journal, workgroup produced learning tools, post-seminar examples of the integration of learned techniques into the general classroom journal, and by instructor-observed participation in small group sessions.

Course requirements include preparation of a conference e-portfolio, retained locally for School District/JROTC Directorate review, and a five-page personal reflection paper related to the concepts presented that week and their integration into the classroom, and the participant’s assessment on the success of these concepts. Finally, provide a one-page book review of Ron Clark’s THE ESSENTIAL 55.

Course Grading:

Post Seminar Reflection Paper and book review: 50%

Class Participation/Workgroup Product: 20%

Student Produced Conference E-Journal: 30%