

**Kankakee Valley School Corporation
Career and Technical Education Department
Education Professions Capstone Course 2024-2025**

Instructor:

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Room 131

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Course Information:

High School Course Title & DOE #: Education Professions II (DOE# 5408)

Length of Course: 1 year

Prerequisites: Education Professions I, and either Child Development or Psychology

Indiana DOE Course Description:

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

Course Objectives:

Upon successful completion of this course the student will be expected to:

1. Identify and appreciate the essential requirements of teaching as a profession.
2. Define qualifications for teaching and what is meant by the "competent teacher."
3. Recognize the function of ethics, morals and value system in the role of the teacher, including liability and confidentiality in family/school relationships.
4. Reflect on reasons for entering the teaching profession and write a personal statement of educational philosophy.
5. Review teacher licensure laws and the process for certification in content areas.
6. Recognize and identify strategies to support the family's role as the child's primary teacher

to support the family/teacher partnership in the child's development.

7. Identify career choices within the field of education and review programs for teacher preparation.
8. Define and describe the nature, purpose, and responsibilities of the public education system in a democratic society.
9. Review the history of American education and identify the philosophical foundations of education.
10. Identify and reflect on dimensions of personal learning style.
11. Identify how diversity and individual learning styles affect student learning and observe in the educational setting; how diversity issues affect student accomplishment.
12. Recognize and examine the diversity in schools.
13. Identify the cultural, family, and environmental factors that affect the students in schools.
14. Complete a minimum of twenty (20) hours of supervised observational experience and reflect on the experience in relation to personal skills, dispositions and future professional decisions.
15. Observe, record, and reflect on the behavior of students.

Course Content:

Teaching and learning	Learning styles
Effective teachers	The teaching profession
Licensure laws	Certification process
Career choices	Purpose of education
Current trends and issues	Diversity in schools
Developmental assets	Social problems affecting students
Purpose of schools	Philosophical foundations of education
History of American education	Organization and funding of schools
The classroom	Relationship-building techniques
Family-advocacy	Professional dispositions
Power of communities	

INTASC STANDARDS FOR BEGINNING TEACHERS

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in

the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Methods of Evaluation: Student Learning Objectives will be achieved primarily through independent reading assignments, project-based assessment, observation logs, a reflection journal, and digital portfolio. Various internet sites, applications, and videos will be utilized when applicable.

Grading Scale:

Grades are objectively based on the required in-class assignments, quizzes, projects, observation logs, reflection papers, and exams. A standard grading scale will be used.

Percentage	Grade
93-100	A
85-92	B
75-84	C
70-74	D
0-69	F

Coursework Calendar

The nature of this course demands that students take initiative and be able to complete work in a self-guided way. Students will be working to complete a digital portfolio drawing from content learned in both Education Professions I and II. Students will be trusted to manage time, ask questions, and complete tasks in a self-guided format. There will be periodic checkpoints to ensure students are keeping up with tasks.

Quarter 1

- Digital Portfolio layout and aesthetic created using Google Sites
- Artifacts and reflections for INTASC standards 1 and 2 represented (added to digital portfolio on corresponding standard tab).
- 2 children’s literature reviews completed with example lessons (added to digital portfolio on the “Children’s Literature” tab)
- 1 educational technology reviews and demos completed (added to digital portfolio on the “Ed. Tech” tab)

Quarter 2

- Artifacts and reflections for INTASC standards 3, 4, and 5 represented (added to digital portfolio on corresponding standard tab). *artifacts must include at least 1 short video of you in action
- 2 children’s literature reviews completed with example lessons (added to digital portfolio on the “Children’s Literature” tab)
- 1 educational technology reviews and demos completed (added to digital portfolio on the “Ed. Tech” tab)

Quarter 3

- Artifacts and reflections for INTASC standards 6, 7 and 8 represented (added to digital portfolio on corresponding standard tab).
- 2 children’s literature reviews completed with example lessons (added to digital portfolio on the “Children’s Literature” tab)
- 1 educational technology reviews and demos completed (added to digital portfolio on the “Ed. Tech” tab)

Quarter 4

- Artifacts and reflections for INTASC standards 9 and 10 represented (added to digital portfolio on corresponding standard tab).
- 2 children’s literature reviews completed with example lessons (added to digital portfolio on the “Children’s Literature” tab)
- 1 educational technology reviews and demos completed (added to digital portfolio on the “Ed. Tech” tab)
- Philosophy of Teaching completed/updated (added to digital portfolio “Philosophy of Teaching” tab)
- At least 2 positive recommendation letters from people who can speak to your skills in an educational setting (added to digital portfolio on the “Recommendation Letters” tab)

Digital Portfolio Work:

Students will use GOOGLE SITES as their platform to create a digital educational portfolio. The goal is to have a product at the end of the course that complies with the requirements of the collegiate level educational preparation programs including, but not limited to, the EdTPA in the state of Indiana. Students will demonstrate their own creative personality as they populate their digital portfolio throughout the year. Each of the INTASC standards will be represented individually and students will demonstrate mastery of the standard by the artifacts they include. Students MUST include both written and visual content. Students will write reflections with each artifact to demonstrate how the artifact shows their emerging mastery of the standards. Students

should complete this portfolio as a product future employers or colleges will see. Digital portfolio work must adhere to proper privacy and copyright laws.

Makeups/Late Submittals:

Progress monitoring will take place. You will have spot checks on your progress, but the bulk of your grade each quarter will come from completing the tasks listed on the calendar above. Late work is rarely accepted, and only under very special circumstances and with clear communication with the instructor. Part of the practice is thinking like an educator! Educators have to be prepared for deadlines!

Attendance:

Students are expected to comply with the attendance policy set forth in the Kankakee Valley School Corporation handbook. Additionally, students who have excessive absences will not be able to adequately complete cadet teaching and this may impact the overall score of the portfolio and included artifacts. A student who's attendance issues interfere significantly with required field experiences will not be able to complete the course.

Field Experience:

At least three days a week students will be in the field observing and interacting with various educational settings. It is imperative that students have accurate logs that reflect their time spent in these settings. It is in these settings that students will apply what they have learned in class and work to seek out opportunities to expand their hands-on knowledge of the educational field. Students will also be required to keep reflection journals on their time in the field. The [code of conduct](#) must be followed. Students will also be asked to teach lessons, guide activities, and help with other educational tasks in a variety of settings.

Cell Phone Policy:

According to [Indiana Senate Enrolled Act 185](#), it is against the law for a student to use a cell phone during instructional time unless part of a specifically documented health accommodation. **Cell phones should be placed in the assigned holding area during class.** A charging station is also provided in the classroom where phones may be placed before class starts. There may be times for cell phone use as part of the course, but those specific times will be conveyed by the instructor. No cell phones should be in use for anything other than appropriate photo or video documentation during any field experiences! Any student who disregards this law will be held accountable via administrative intervention.

Academic Honesty Statement:

Students should be committed to academic integrity in all of their practices. KVHS and the instructors value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of KVHS rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

When it comes to writing lesson plans, students should understand that although resources in the public domain are there to be shared and borrowed, they are NOT a replacement of your requirements to show YOUR lesson planning process. You can use prewritten plans and games to inspire your own original ideas, but you must not seek to find a lesson and copy it as part of any assignment. Giving credit to all resources is also imperative and must be clearly documented on your lesson plans through formal bibliographies and provided web links.

Students are held to a high standard that includes accurately representing their own work and documenting resources. Students must submit original work created without artificial supports. Students may not use artificial intelligence (AI) programs to create work and pass it off as their own. Submissions will be run through an automated AI detection matrix. Work that is returned with excess AI content will be returned to the student with stipulations for resubmission. Work may be subject to school plagiarism policies at the instructor's discretion. Writing is a balancing act of using/remixing/editing, resources and creating from scratch. Resources must be documented.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at KVHS contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

The instructor reserves the right to make changes to this syllabus during the course of the year. Students will be immediately notified if any changes take place.

Electronic Portfolio Artifacts Choice List

Each artifact must come with a product that demonstrates you have practiced what the standard entails, or examined what the standard entails. Photos and visuals are impactful and must be part of your portfolio. You must also include a reflection paragraph for each artifact that explains how the artifact demonstrates your emerging mastery of the standard it represents. You will receive grades for each standard you represent based on the choices below. ***Choosing a task from a particular grade level will only earn that grade if done thoroughly and completely. It is important to check in with the instructor in order to ensure the quality of work matches the highest grade range possible.**

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

For a grade as high as an A, complete both:

- [Case study](#) based on observation of a student in a school setting. This report must include your observations and explanations about the student mannerisms, reactions, and behaviors using [specifics from child development or psychology](#).
- Formal lesson plan which includes age appropriate tasks and outcomes

For a grade no higher than a B, choose two:

- [Formal lesson plan](#) which includes age appropriate tasks and outcomes
- Field trip plan for a specific age group which considers all learning logistics required (location, learning goals, pre/post activities, standards addressed, rationale for importance of trip, etc.)
- Project directions that includes a sample product which helps to teach a particular skill or standard to a particular age group

For a grade no higher than a C, choose two:

- Create and implement a game for specific age group--must submit both directions and proof of trying the game with students
- Create a [digital bulletin board](#) which helps to teach a skill in a visual way--should have interactive components
- [Formal lesson plan](#) which includes age appropriate tasks and outcomes for any skill or standard

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

For a grade as high as an A, choose two:

- [Formal lesson plan](#) which helps teach inclusivity

- [Formal lesson plan](#) which includes at least two forms of differentiation
- Presentation which explains, using data and information, how various school settings require different resources for student success. (For example: Urban v. Rural)
- [Formal lesson plan](#) which provides students the opportunity to learn about various cultures.
- 1000 word research essay about a specific learning disability
- [A formal lesson plan](#) which focuses on social and emotional learning.

For a grade no higher than a B, choose two:

- [Formal lesson plan](#) which helps teach inclusivity
- [Formal lesson plan](#) which includes at least two forms of differentiation
- [Formal lesson plan](#) which provides students the opportunity to learn about various cultures.
- A 500 word reflection essay which conveys your own background, and how that will affect your teaching.
- A 500 word reflection essay which reveals misunderstandings you have had about various cultures or communities and what you did to educate yourself about them.
- A 500 word persuasive essay about the importance of inclusivity in schools.
- A plan of action to help students in the LGBTQ community feel accepted.
- [Formal lesson plan](#) which focuses on social and emotional learning.
- Presentation which reveals how you will build a classroom community.
- A bulletin board you created that helps to celebrate differences and foster community.

For a grade no higher than a C, choose two:

- [Formal lesson plan](#) which helps teach inclusivity
- [Formal lesson plan](#) which provides students the opportunity to learn about various cultures.
- A 500 word reflection essay which conveys your own background, and how that will affect your teaching.
- An interactive bulletin board you created that helps to celebrate differences and foster community.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

For a grade as high as an A, choose 2:

- Example and evidence of your collaboration with a teacher to help teach a lesson
- Example of a teacher letter you could send to parents at the start of the school year
- [Formal lesson plan](#) which provides students at least three different choices to demonstrate mastery
- Presentation which explains the various learning styles (visual, auditory, tactile, kinesthetic)
- [Formal lesson plan](#) which includes an adaptation for each of the four learning styles

For a grade no higher than a B, choose two:

- Example and evidence of your collaboration with a teacher to help teach a lesson
- Example of a teacher letter you could send to parents at the start of the school year

- Presentation which explains the various learning styles (visual, auditory, tactile, kinesthetic)
- Classroom management philosophy which includes how you will manage students in your class, and how you will address behavior issues.
- 500 word reflection essay that describes a class you were a part of as a student that was well-managed. Provide details about routines, interactions, etc. and explain how you will take that with you as you become a teacher.

For a grade no higher than a C, choose two:

- Example of a teacher letter you could send to parents at the start of the school year
- Example of a get to know you activity and evidence you tried it with a group
- 500 word reflection essay that describes a class you were a part of as a student that was well-managed. Provide details about routines, interactions, etc. and explain how you will take that with you as you become a teacher.
- 500 word reflection essay that describes a class you were a part of that was poorly managed. Provide details about routines, interactions, etc. and explain how that will help you as you become a teacher.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Required for all:

- A detailed, written plan of action that provides the steps and training required to become certified to teach at the level you are striving for. (Schooling, classes required, licenses required, tests, experiences required, etc.)

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

For a grade as high as an A, choose 2:

- [Formal lesson plan](#) which draws from student interest or a real world experience
- Plan for student engagement which includes examples of how you will tap into student interests in your classroom
- [Formal lesson plan](#) which includes a creative game, song, or activity to help students memorize a basic skill or learn a concept
- Presentation which discusses some of the most important skills students need for the “real world” and how those skills can be included in classroom instruction
- Bulletin board you designed which helps to illustrate a theme, idea, or skill in a creative and engaging way

For a grade no higher than a B, choose two:

- [Formal lesson plan](#) which includes a creative game, song, or activity to help students memorize a basic skill or learn a concept
- Presentation which discusses some of the most important skills students need for the “real world” and how those skills can be included in classroom instruction
- Bulletin board you designed which helps to illustrate a theme, idea, or skill in a creative and engaging way

For a grade no higher than a C, choose two:

- An original song, rhyme or jingle which helps students memorize a basic skill or concept
- Presentation which discusses some of the most important skills students need for the “real world” and how those skills can be included in classroom instruction
- Bulletin board you designed which helps to illustrate a theme, idea, or skill in a creative and engaging way

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

For a grade as high as an A, choose 2:

- Example of a formal assessment you created to check student learning with a 250 word reflection on its effectiveness.
- Digital tool list with descriptions and reviews to help teachers quickly assess student learning--include 5 tools
- Presentation or essay about what forms of assessment seem to be most effective for the age of student you aim to teach
- Your philosophy of assessment (presentation or essay). Consider things like allowing retakes, revisions, and multiple attempts. What is the purpose of assessment in your view? As a teacher how will you use assessment to help students achieve mastery and to help you understand that your instruction has been effective?
- Presentation about an issue related to standardized tests.

For a grade no higher than a B, choose two:

- Example of a formal assessment you created to check student learning.
- Digital tool list with descriptions to help teachers quickly assess student learning
- Your philosophy of assessment. Consider things like allowing retakes, revisions, and multiple attempts. What is the purpose of assessment in your view? As a teacher how will you use assessment to help students achieve mastery and to help you understand that your instruction has been effective?
- Presentation regarding the emotional toll of assessment on students.
- A list of ways to formally assess students other than written tests and the benefits of those assessments

For a grade no higher than a C, choose two:

- Digital tool list with 10 descriptions of digital tools to help teachers quickly assess student learning
- Your philosophy of assessment. Consider things like allowing retakes, revisions, and multiple attempts. What is the purpose of assessment in your view? As a teacher how will you use

assessment to help students achieve mastery and to help you understand that your instruction has been effective?

- List and explain the types of state assessments your students will be required to take in the state of Indiana (or other state in which you would like to teach) and how that might impact your teaching.
- A list of ways to formally assess students other than written tests and the benefits of those assessments

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

For a grade as high as an A, choose 2:

- [Formal lesson plan](#) which includes an interdisciplinary study. For example a lesson that teaches both reading standards and science standards in the same lesson.
- Presentation about backward design.
- Presentation about professional learning communities.
- Find [7 standards](#) for the grade that you want to teach and list them along with some creative ways to introduce those standards

For a grade no higher than a B, choose two:

- [Formal lesson plan](#) which includes an interdisciplinary study. For example a lesson that teaches both reading standards and science standards in the same lesson.
- Presentation about professional learning communities.
- Find the [7 standards](#) for the grade that you want to teach and list them along with some creative ways to introduce some of those standards

For a grade no higher than a C, complete both:

- [Formal lesson plan](#) which includes an interdisciplinary study. For example a lesson that teaches both reading standards and science standards in the same lesson.
- Find [7 standards](#) for the grade that you want to teach and list them along with some creative ways to introduce those standards

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

For a grade as high as an A, choose 2:

- [Formal lesson plan](#) with two variations to best reach different types of learners.

- A description and layout of learning stations you would use in your classroom
- A 500 word reflection essay about a frustration you had as a student based on the way a subject was taught to you and how you plan to change that experience for your own students.
- An interactive bulletin board that creates a visual representation to explain a skill or standard
- Directions for a group activity you can use to teach a skill or standard

For a grade no higher than a B, choose two:

- A description and layout of learning stations you would use in your classroom
- A 500 word reflection essay about a frustration you had as a student based on the way a subject was taught to you and how you plan to change that experience for your own students.
- An interactive bulletin board that creates a visual representation to explain a skill or standard
- Directions for a group activity you can use to teach a skill or standard

For a grade no higher than a C, complete both:

- A 500 word reflection essay about a frustration you had as a student based on the way a subject was taught to you and how you plan to change that experience for your own students.
- An interactive bulletin board that creates a visual representation to explain a skill or standard

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

For a grade as high as an A, choose 2:

- Current Educational article review. Read an educational article from a current publication about an issue of interest to you. Write a 500 word review about what it says and the impact the information had on you and how it should impact educators.
- A detailed 500 word reflection about a time when you had great success teaching a student or group of students.
- Explanations and definitions about FAPE, IDEA, LRE, and FERPA and how they will impact your teaching choices
- List and descriptions of educational organizations that provide resources that would most benefit you as a teacher of your chosen subject or age group. List and describe the organizations, and explain how they can help you as a teacher.
- Create a presentation about “teacher TikTok”. Explain the good and bad of that part of social media.
- Write your philosophy of social media use as a teacher. How will you represent yourself online? How can you use social media to help you be a better teacher? How can you use social media to help you network with other teachers?
- Write a 500 word persuasive essay regarding teachers using social media.

For a grade no higher than a B, choose two:

- A detailed 500 word reflection about a time when you had great success teaching a student or group of students.
- Presentation which explains the function and definitions of FAPE, IDEA, LRE, and FERPA
- List and descriptions of educational organizations that provide resources that would most benefit you as a teacher of your chosen subject or age group. List and describe the organizations, and explain how they can help you as a teacher.

- Write your philosophy of social media use as a teacher. How will you represent yourself online? How can you use social media to help you be a better teacher? How can you use social media to help you network with other teachers?
- Write a 500 word persuasive essay regarding teachers using social media.

For a grade no higher than a C, choose two:

- A detailed 500 word reflection about a time when you had great success teaching a student or group of students.
- List and descriptions of educational organizations that provide resources that would most benefit you as a teacher of your chosen subject or age group. List and describe the organizations, and explain how they can help you as a teacher.
- Create a presentation about “teacher TikTok”. Explain the good and bad of that part of social media.
- Write your philosophy of social media use as a teacher. How will you represent yourself online? How can you use social media to help you be a better teacher? How can you use social media to help you network with other teachers?

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

For a grade as high as an A, complete both:

- Write an essay which establishes your opinion of a parent’s role in education
- Make a vision board for your career as a teacher. Where do you want to start? Where do you want to end up? What are steps that will help get you there?

For a grade no higher than a B, complete both:

- Make a vision board for your career as a teacher. Where do you want to start? Where do you want to end up? What are steps that will help get you there?
- Teachers are leaders of students. Write your own philosophy of what it means to be a leader.

For a grade no higher than a C, complete both:

- A bulletin board which includes interactive ways for viewers to connect
- Make a vision board for your career as a teacher. Where do you want to start? Where do you want to end up? What are steps that will help get you there?